DOCUMENT RESUME

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AVAILABLE FROM	Dr. Frank Slapar, Director, Kansas Curriculum Materials Dissemination Center, 207 Whitesitt Hall, Pittsburg State University, Pittsburg, KS 66762 ($1.50 per packet; $45.00 for set of thirty)
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ABSTRACT

One of a series of instructional packets to aid schools in reducing sex stereotypes, this inservice guide for use with school personnel is designed to stimulate academic teachers to encourage students to develop attitudes, knowledge, and skills without the limitations imposed by sex stereotyping. Materials are designed for use in a ninety-minute period but may be shortened or lengthened by adjustment of discussion or brainstorming time. Contents include a leader's script (material to be presented), two transparency masters, five handout masters, and a class discussion guide. The handouts contain resource lists and classroom situations for use in brainstorming exercises. The packet is designed for use alone, in combination with other packets (see Note), or to supplement existing inservice units. (JT)

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ED189346

PROJECT: STRATEGIES FOR SEX FAIRNESS
College of Education
Kansas State University

THE ACADEMIC TEACHER
ENCOURAGING NON-TRADITIONAL OPTIONS

A Vocational Education SPECIAL PROJECT
Kansas State Department of Education

CE 025 715

U.S. DEPARTMENT OF HEALTH
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

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Corena Mook

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

Project: Strategies for Sex Fairness
College of Education, Kansas State University

SEX FAIRNESS PACKETS PRICE PER PACKET $1.50

The packets are designed to aid Kansas schools in reducing limitations that sex stereotyping imposes on option choices for boy and girl students. Each packet incorporates affective with cognitive learning to facilitate thinking and discussion. A packet's material can be used alone, in combination with other packets, or to supplement existing instructional/ in-service/out-reach units. Included are complete instructions for using the enclosed script, visual aids, transparency masters, handout masters, or group activities to cover 40-50 minute time periods. Packets are available for schools to address three different fronts - instructional packets for use with junior high or older students, in-service packets for use with school personnel, and out-reach packets for use with community groups.

INSTRUCTIONAL PACKETS:

'Does Occupational Stereotyping Need to Limit Choice?'
Students think through the process of narrowing their occupational options to a choice pool that reflects their interests, abilities, and values. Consideration is given whether occupational stereotyping is a valid reason for removing occupations from one's choice pool.

'Focus on the Future: Changing Lives'
Students are encouraged to think about today's world and the increased flexibility being prepared for both a job and managing a home brings to future choices.

'What Would I Do If That Were I'
Students consider present or potential life situations to explore traditional and nontraditional alternatives. The purpose is to assist in values clarification regarding sex roles.

'My Legal Right - Expanding Male Options'
Students demonstrate the legal right men have to be hired in nontraditional occupations via skit form.

'My Legal Right - Expanding Female Options'
Students demonstrate the legal right women have to be hired in nontraditional occupations via skit form.

'Is My Textbook Limiting Me in Considering Future Roles?'
Students consider that today's world is changing so rapidly textbooks cannot keep up in reflecting society. By recognizing textbook bias that limits choices, students can choose to ignore these limitations.

'Is My Guidance Text Limiting Me in Considering Future Roles?'
Students explore if and how interest inventories limit consideration of occupational options for boys and girls.

IN-SERVICE PACKETS:

'Changing Lives: Future Trends'
Considers the rapidly changing society and expanded skills and resources students need to acquire and face the future.

'My Role as a Change Agent'
Gives the theoretical base that can guide school personnel in creating attitudinal changes in other people.

'My School's Role as a Change Agent'
Explores how institutions can create attitudinal change in its surrounding environment.

'Legislation's Push for Sex Fairness'
Reviews legislation affecting schools and interpreted implications.

'Recognizing My Fair and Unfair Behavior'
Explores how our biases govern our attitudes and actions toward others. Biases are then examined to select those we want to remove/keep in our internal valuing system.

'Evaluating Our School for Sex Fairness'
Discussion of the process a school undergoes in establishing an evaluation that reflects its environmental circumstances.

' Instructional Material - Usage Despite Bias'
Explores how bias can occur in instructional material and methods of counteracting its influence on students.

'Guidance Tests - Usage Despite Bias'
Explores how bias can occur in guidance tests and approaches to reduce any bias during usage.

'The Academic Teacher - Encouraging Non-Traditional Options'
Considers the role academic teachers can take in expanding options for students.

'Vocational Teacher - Encouraging Non-Traditional Options'
Suggests steps vocational teachers can take that makes students less hesitant to consider non-traditional options.

'Counselor - Encouraging Non-Traditional Options'
Presents several different approaches with suggested accompanying activities from which counselors can choose for encouraging students to consider nontraditional careers.

'Creating a Sex-Fair School Environment'
Explores diverse fronts to be considered and action planning stages for a school.

'Differences Between a Girl and Boy?'
Presents what current research shows may be differences by developmental stages.

'Profile of a Non-Traditional Student'
Written by an educational director in industry who relates the problems he observes women face personally and professionally when working in a non-traditional field. Recommendations are made for improving preparation for non-traditional students.

'Home Economics for All'
Suggest approaches that encourage boys/girls to acquire home management skills and consider home economics related occupations.

'Math and Science for All'
Suggest approaches that encourage girls/boys to acquire sufficient math and science skills that occupational options can remain open.

OUT-REACH PACKETS

'Future Trends Create Changing Lives'
Considers the rapidly changing society and expanded skills and resources today's youth need to cope with the future.

'Society's Messages to Youth'
Explores messages coming from diverse sources of a child's environment and how they can limit options a child considers.

'Community Groups-Helping Face the Future'
Considers alternative approaches community groups can take to aid in expanding option choices for today's youth.

'Business and Industry-Helping Face the Future'
Considers alternative measures that business and industry can take to aid schools expand option choices for their students.

'Parents-Helping Your Child Face the Future'
Explores the role parents can play in limiting or expanding option choices for their children.

'New Options in Choosing Vocational Training'
Developed for use with groups of potential students to encourage both boys and girls to consider all course offerings of a school.

'Re-entering the Work Force-New Options'
Developed for use with older groups of potential students or displaced homemakers to encourage considerations of expanded occupational choices.

INSTRUCTIONS

This packet is designed to stimulate academic teachers to think of ways they can encourage students to develop attitudes, knowledges, and skills that increase their capability for both independent and interdependent living plus being able to live as an adult in a rapidly changing society. Used in its entirety, the packet has sufficient materials for about 90 minutes. The packet can be shortened or lengthened by several methods. You can shorten class discussion and the number of brainstorming exercises used.

This in-service packet is designed to be used alone, in combination with other packets, or to supplement other in-service activities. The packet attempts to facilitate thought and discussion as well as to present information. It's effectiveness will be determined by the audiences discussion and participation.

Included in the packet are:

1. A Leader's script. This script has action guide notations in the right column.

2. Two transparency masters

   . Types of Limiting Messages
   . Processing Students Need

   By covering the master with a sheet of transparency film and running both the sheet and master through a Thermofax machine, a transparency for use with an overhead projector can be produced.

3. Two Discussion Guides to aid in leading class discussion associated with the transparencies.

4. Five handout masters

   . Brainstorming Situation 1
   . Brainstorming Situation 2
   . Brainstorming Situation 3
   . Effective Kansas Resources for Expanding Options for Students
   . Resources (page 2)

   Copies of these handouts for distribution can be made by using any copying machine or by using a Thermofax machine to make a ditto master.

A suggested general format for this in-service unit is

1. Before the presentation the leader should

   a. become familiar with the script through pre-reading, making modifications to fit your audience or speaking style.

   b. set up overhead projector

2. The leader reads the script to the group incorporating the action guide notations on the right hand column when appropriate.

3. The leader leads class discussion as noted in the script, utilizing the discussion guides if desired.

4. The leader supervises the brainstorming activities.

We in education share a big chunk of the responsibility for preparing youth for their future as adults. Included in this preparation is the development of the necessary skills and resources so today's students can cope in tomorrow's world. What will tomorrow's world be like for today's students? What future roles will they be called upon to assume?

We in our life time have seen rapid change. The work force now is 42% women - meaning that over half of todays women 16 or older work. The pressure of inflation has caused family roles to adjust. More and more families need two wage earners providing financial support. As financial responsibilities become shared, household and child care responsibilities also are shared to make workable the family's daily routine. These changes have combined with other forces to result in many families chosing to have fewer children. Even families that can afford the luxury of having the wife stay home when children are young, often find her ready to enter the labor force within 10 years. Another big change in American society has been the increase in single parent families. Many women single parents have no choice but to be working. More and more men find themselves a single parent with children to care for.

We, as adults, often experience difficulties adjusting to such role changes as they hit our life. No one can tell for sure what additional adjustments lie in tomorrow's world for our students. The best we can do is to give them the skills and resources that appears will be needed based on what seems to be the developing trends. Then we can cross our fingers that these will be sufficient to meet the student's future challenges. Perhaps the most important preparations we can give them is to show each student how to consider <u>all</u> options open to them as they face choices on skills and resources to develop. This gives a student a broader range to draw from when facing whatever lies ahead. Girls need to consider seriously developing a skill that can be drawn upon whenever she finds it is time to be

in the labor market. Taken into consideration should be what type of work she likes to do, flexibilities of work in an occupational field, and earning capability in an occupational field. Men need to consider seriously developing home management and child care skills that can be drawn on when needed. And he needs to ask himself the time commitment he wants his job to demand in his life.

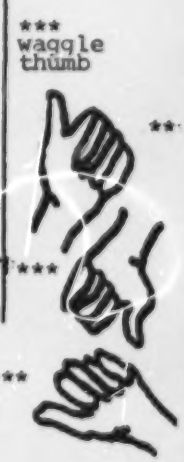
Students can no longer afford to view just what is traditionally appropriate for their sex. American society has defined what is traditionally appropriate based on seeing men and women as being different from one another besides in physical attributes. They supposedly also have different behaviors, possess different interests, are capable of developing different skills, and have different appropriate occupations to work in. Anytime a boy or girl steers away from what is appropriate for their sex, she or he becomes bombarded with messages saying "No! No! Must Not Do!" accompanied often by a form of hand slapping to drive home the point.

Students need to explore what they are as a person. This includes what skills, abilities, interests, and values they possess without limitations imposed because they are a girl or a boy. From this slant, they suddenly find a lot of additional choices open to them. In encouraging students to also consider non-traditional options, we as teachers find the first task is often getting students to think beyound the appropriate roles, occupations, and skills to develop. Society has often done an effective molding job. Many student's haven't even conceived of doing inappropriate types of paid work or assuming inappropriate roles, let alone if they have the abilities or interests for them. In fact, you may be surprised to find students even more traditionally orientated than you are. That is because you as an adult have had to cope in todays world. And you through experience have found out that in today's world traditional roles doesn't always give enough coping

flexibility. Besides increasing student awareness, we may also find ourselves involved in countering the "No! No! Not For You!" messages that bombard students from parents, peers, community, businesses, and in some instances in parts of our school environment. We also may need to provide non-traditional students we find in our classes additional encouragement and support. The non-traditional student is often unsure that he/she is doing the right thing in bucking tradition and needs feedback, advice and encouragement as to the soundness of what they are doing. Included is reassurances about their performance.

Before we can effectively make contributions toward expanding options for our students, each one of us needs to sort out how we really feel about this slant. You see, we have had to cope with the rapid changes in today's society. Most of us were not prepared to face such changes. Some of us have felt extreme frustration coming from money worries, divorces, children having different values than ours, and/or forced role changes. Some of us have gotten angry. Some have tried to keep up with the changes, but have this queasy feeling that the American society is rapidly going downhill. Some of us have become extremely depressed with friends accusing us of being cynical. Some just try to muddle through each day at a time. Few of us haven't been touched in some way by the rapid changes. Even if we intellectually can buy that students need to also consider non-traditional options, we need to understand our emotional reactions to helping support change by preparing students for it. Even more scary, our support may help make these changes become permanent.

Let's do a rapid sorting of our feelings right now. This will be for fun - and to give us all a chance to exercise after a stretch of just sitting and listening. Test your thumbs - can you waggle it? ---***--- Let me make some statements. If you agree with a statement, waggle up like this ---***---. If you disagree with a statement, waggle down like this ---***---. If uncertain, let your thumb just rest in a horizontal position. ---***---



Remember, this is just to help you sort out your feelings, so react as your first impulse is, There is no right or wrong responses - so if you are out of step with neighboring thumbs this is O'kay. You are reacting as you feel.

'Men are not good at caring and showing warmth to others'

'Girls are not willing to work under conditions that are dirty, messy or noisy.'

'Boys must choose careers that pay well enough to support a family whether they like it or not!

'Women are too independent today.'

'There is increased juvenile delinquency in families where the mother works.'

'Girls perform best at jobs where they are working with people.'

'Boys enjoy competing and winning and must advance as high as possible to be a success.'

'Men are better bosses than women.'

'Men should pretend to be able to do more than they really can in order to appear sucessful.'

'Girls are too emotional to be in charge of decision making in her job.'

'A man cannot do most everything on the job that a woman can do.'

'A woman cannot do most everything on the job that a man can do.'

Think of the type of exercising you just did. If your thumb tended to be up most of the time, this is a clue that you may need to think through todays changing society and how future generations can best cope with tomorrow. Do a little reading. Talk about it over coffee with friends. Think it through. Otherwise your heart won't be in it, and you can't possible be effective in expanding options for your students.

Expanding options for students is just incorporating into whatever exist in your school a new slant. As such, it becomes a cooperative venture of the whole school staff. The vocational personnel on your staff will probably be focusing on non-traditional occupations students should consider as they make occupational choices and take occupational training. Counselors will probably

be more geared toward organizing guided consciousness raising groups to help students gain self-knowledge, set career/life goals, and increase awareness of broader career options. These usually seem obvious focuses. But what can we do in academic and support fields to help and contribute toward encouraging non-traditional options?

In our classrooms we can have a powerful influence on how students see themselves just by our actions and messages we send them. You can attempt to expand their self-concept by expecting the same learning behavior and mistakes from both sexes. You can carefully avoid singling out individual students for attention, either by praise or criticism, because of their sex. You can keep classroom rules for clothing and general appearance applied evenly to both sexes so they can be treated matter-of-factly as part of the learning situation. Even in making these conscious efforts, sometimes limiting messages may be unconsiously given to our students. Let's look at some of the ways we may be sending out such messages. ---***---

DIFFERENT COMPLIMENTS: Girls on appearance, boys on achievement. (Complimenting girls on <u>looks</u> may give the message that girl's activities and accomplishments are not noteworthy)

DIFFERENT ERRANDS: sending a boy to borrow a hammer and a girl to borrow a needle. (Implies only one sex uses these items.)

FRAGMENTATION: arbitrarily separating boys and girls in classroom procedures such as work groups, lining up, activities, social events. (Promotes artifical isolation of the sexes.)

REWARD FOR DIFFERENT BEHAVIORS: boys rewarded for active assertive behavior. Girls rewarded for apprecitive, dependable, quiet behavior. (Reinforces there are different sets of appropriate behaviors dependent on sex.)

DIFFERENT STUDENT ASSIGNMENTS: telling students you need two volunteers; a boy to run the film projector and a girl to take attendance. (Implies only boys can handle machinery and only girls are careful enough to record routine functions.)

TEXTBOOK USEAGE: making no effort to counter biases found in textbooks. (pictures, language, examples, problems tend to reinforce traditional roles.)

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*** Transparency #1 'Types of Limiting Messages"
1. Read each type.
2. Give the brief explanation why it limits.
3. Allow reaction.

*** Discussion Suggestions Included on Discussion Guide for 'Types of Limiting Messages'

One way we can get students to think beyound traditional choices is to incorporate examples or models of people in non-traditional roles into your present instructional unit. If you are teaching literature, include a few stories about people being non-traditional and then explore together the class's reaction. Often all that is involved is bringing in some new slants- Jane Eyre is also about a woman being independent and supporting herself. If you are teaching economics, include the cost of raising a family and and explore how couples make choices involving financing a family. If you are teaching mathematics, include problems where boys are measuring a recipe and girls are surveying. If you are teaching speech, assign topics such as 'Women and Apprenticeship' or 'How Creative Men Who Abhor Competing Can Be A Success'. Include women in discussions about noteable authors, historians, scientists, musicians. Have men and women equally represented in your field on bulletin boards and displays. The number of ways you can aid students to conceive of non-traditional options is limited only by your imagination.

Perhaps one aspect often ignored is discussing with your students occupational opportunities within your field or how knowledge in your field apply to other occupations. For instance, many students take only as much math as they have to. In most Kansas schools the minimum requirement is one year. Many students are unaware that they are limiting future occupational choices by not developing more math skills. Math is commenly associated with going into mathematical, engineering, or scientific fields. Yet one of the first recommendations for getting ready for blue collar work is to take all the math a student can in high school. Apprenticeship programs complain that applicants are lacking in math skills and this can close off this opportunity for students. Workers advancing into administration find they are hampered by their tendancy to avoid math. Make students aware of future options they are closing off by ignoring math - both boys and girls.

For as girls need to become more serious about preparing for paid work in their adult life, they need to consider having a broad enough base to keep occupational options open.

In other fields such as English students are required to take more years of study. But some students find it hard to see direct relationships between English and future adult roles. As a result, students sometimes put in minimum effort, consider English boring, aren't very interested, and in general classify it as a necessary evil. Perhaps bringing to the classroom workers who can tell how important written communication skills are in their job can help. Include fields not normally associated with English. A scientist can talk about writing papers, reporting results, or being able to describe their field in terms the general public understands. Even foreman often have to make written reports to their supervisors.

It is vital that academic teachers are represented during the team effort plans your school is taking toward encouraging non-traditional options in your school. You bring different slants and contributions that can only enrich the school's effort. Consider the processing that schools should try to move students through during junior and senior high years. ---***---

Let's look at situations that may develop within your classroom. Then let's explore ways you can handle the situation so that you are aiding students to understand and think about how stereotypes and biases influence people's reactions. Included may be difficulties people find in trying out non-traditional roles. Let's brainstorm some of the ways a teacher and/or school staff can handle the situation. Remember brainstorming is just thinking out loud. Even if the idea isn't practical, your thought can stimulate other ideas. Contribute. This is how creative workable alternatives are born. I will pass out the first situation. ---***---

***
1. Show Transparency # 2 'Processing Students Needs'

2. Lead Discussion. Included is Discussion Guide for Processing Students Needs'

***
1. Pass out one situation.
2. Follow up with other situations i time allows.

(cont.)

(Brainstorming works best in smaller groups. If your in-service group is bigger than 10, divide groups into sub-groups of 5 or 6 for the activity. Three situations are included. Use as many as time allows. If you want, each group can select a recorder that can report back to the main group suggested solutions. Allow about 10 minutes for each brainstorming.)

3. Hand out Handout #1 Kansas Resources For Expanding Options.

DISCUSSION GUIDE

'PROCESSING STUDENTS NEED'

1. What aspects can you visualize your being able to contribute to within your classroom?

2. What are some of the strategies you could use in making your contributions?

3. Are there ways you can contribute to expanding options for students that occur outside the classroom?

DISCUSSION GUIDE

'TYPES OF LIMITING MESSAGES'

1. These are just a few unconscious ways we may be giving limiting messages to our students. Can you think of other varieties we may give without even being aware that we are?

2. What steps can we take to send expanding options messages to our students?

3. Do you think that limiting messages and/or expanding options messages make any difference in how students see themselves?

HANDOUT MASTERS

SITUATION 1

You are a social studies teacher and you are discussing how a diverse group of people can still work together to be one nation. You are exploring how a person can be primarily concerned with her/his needs but at times can also reach out to aid others. An eleventh grader snorts and tells how he stopped to help a woman who is changing a tire on a city street. The woman yells at him considering her unable to do it. He is confused and shows it by making a cryptic remark. How can you as a teacher respond?

SITUATION 2

You are an art teacher. A girl student confines to you that she is really somewhat disturbed by all this new emphasis on jobs and careers for women. She is interested in art, and plans to major in art history in college. But she expects to be married as soon as she graduates, if not before. She really doesn't like the idea of having to compete and work for a living, but would rather take care of her family and pursue her hobbies. What do you say to her?

SOURCE: Thinking and Doing: Overcoming Sex Role Stereotyping in Education. (Newton, MA: Education Development Center)

SITUATION 3

As a teacher, you read aloud your school's morning bulletin to your homeroom class. The bulletin contains a statement that, in accordance with a new district policy, a school is encouraged to have male cheerleaders for women's teams. Your announcement is met with loud laughter and jeers by the males present. What do you do next?

Source: Implementing Project Awareness: A Multi-State Training Program Addressing Sex Discrimination Issues in Education. (Olympia, Washington: Office for Equal Education)

EFFECTIVE KANSAS RESOURCES FOR EXPANDING OPTIONS FOR STUDENTS

PROJECTS: STRATEGIES FOR SEX FAIRNESS
(A Special Vocational Education Project: Kansas State University and Kansas Department of Education)

Developed 7 instructional packets for use in classroom:

"Does Occupational Stereotyping Need to Limit Choice"

"Focus on the Future: Changing Lives"

"What Would I Do If That Were I?"

"My Legal Right - Expanding Female Options"

"My Legal Right - Expanding Male Options"

"Is My Textbooks Limiting Me in Considering Future Roles"

"Is My Guidance Test Limiting Me in Considering Future Roles"

Marilyn Legg, Coordinator
Department of Adult & Occupational Education
Holton Hall
Manhattan, Kansas 66506

Check catalogue from Pittsburg Media Center for ordering data.

RESEARCH REPORT: IDENTIFYING EMPLOYMENT BARRIERS RELATED TO SEX BIAS
This research project states the results of a survey conducted in Souteast Kansas in which employment barriers relating to sex bias were identified.

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JOINT WORKSHOP ON SEX EQUITY
(A Special Vocational Education Project: Kansas State Department of Education) Kansas Counselors, Career Educators, and Vocational Educators plan projects to work together in Kansas schools.)

Mr. Ken Hoffman & Phil Wurtz
Counselor Education Department
Emporia State University
Emporia, Kansas 66801

AUDIO VISUALS

The following Audio Visuals are available on loan at the Kansas State Department of Education. Contact Ms. Corena Mook, Kansas State Department of Education. 913-561-2091.

Hey, What Are Your Plans For The Next 60 Years? by Mary Ellen Verheyden-Hilliard

A 15-minute slide/tape show that tells about new jobs opening up for men and women; suggests reasons why it is a good idea to try something new and how one may feel about that; and talks about how changes in work have brought some changes to family and social roles and how people feel about these changes.

Non-Traditional Careers for Women - by Pathescope Educational Films, Inc. and The Associated Press

A filmstrip presentation which provides a broad picture of a career area, using interviews with real people working at real jobs and focusing on the details of a given career area.

Sex Role Stereotyping - A National Education Association Publication kit which contains the following sound filmstrips:

"Cinderella is Dead"
"The Labels and Reinforcement of Sex Role Stereotyping"
"Blue is for Sky, Pink if for Watermelon"
"Women's Rights: Multi-Cultural Equity"
"Sexism, Racism, Classism in the Schools"
"We Don't Know How to Grow People"
"ERA - The Equal Rights Amendment and You"

Jobs and Genders - by Guidance Associates

A sound filmstrip designed to present both male and female students with challenging facts and ideas about how their genders may influence their vocational choices and to encourage students to explore what they really would like to be and do rather than what they think society expects them to be and do.

I'M Glad I'M She, I'M Glad I'M He - A sound filmstrip on loan from the North Carolina Dept. of Public Instruction

A 25-minute, color videotape presentation by Deborah Patterson, Doctoral Candidate at West Virginia University in Morgantown, West Virginia, designed to introduce young women to the possibility of a career in Industrial Education and to see how women can fit into the profession, what the duties are and what skills are required.

Solving Old Problems Instead of Creating New Ones: An Approach to Sex Equity -

A Videotape and a cassette tape presentation of Amanda Smith's presentation at the Kansas Vocational Assoication in Wichita on March 30, 1979.

Slide/Tape Interview Presentation: Opportunities in Non-Traditional Careers

Special Vocational Education Project: Olathe Vocational School/ Kansas State Department of Education

Ms. Corena Mook/KSDE or Diane Lang or Helen Seeley
Olathe Vocational School
Olathe, Kansas 66061

TRANSPARENCY MASTERS

TYPES OF LIMITING MESSAGES

Different Compliments

Different Errands

Fragmentation

Reward for Different Behaviors

Different Student Assignments

Textbook Usage

PROCESSING STUDENTS NEED

1. Awareness of Future Roles To Prepare For
2. Types of Skills and Resources To Develop For Preparing Oneself
3. Separating 'Should Dos' Coming From Oneself Apart From Outside Messages
4. Finding Out About Ones Interests, Abilities
5. Finding Out About Occupations
6. Making Occupational Choices

TR - 2